Southeastern Oklahoma State University
Durant, Oklahoma

Institutional Academic Plan

2011-2012

Prepared for the Oklahoma State Regents for Higher Education

Nineteenth Edition

14 July 2011
Southeastern Oklahoma State University
Institutional Academic Plan for 2011-2012

Introduction

Southeastern Oklahoma State University is guided by its mission that enables students to reach their highest potential, and develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning. To complement its mission Southeastern has articulated Vision 2015 that will continue to exemplify an innovative and responsive spirit that nurtures excellence in the education of its students. Southeastern pledges to all its constituencies to effectively respond to changing technologies, economics, and demographics to better meet their needs.

A. Summarize academic programs and services in the following areas:

1. Technology (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc., especially noting new, different, and innovative uses of technology)

   a. Current Status

   Over the past academic year the use of technology by faculty, staff, and students continued to expand. Table 1 provides the numbers of faculty/instructors using different types of instructional technologies.

   Table 1. Numbers of faculty/instructors (n = 321) using different types of technology at Southeastern from Summer 2010 to Spring 2011.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Faculty (prior year)</th>
<th>Percentage (prior year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Classroom</td>
<td>163 (209)</td>
<td>51% (68%)</td>
</tr>
<tr>
<td>Blackboard</td>
<td>201 (193)</td>
<td>63% (62%)</td>
</tr>
<tr>
<td>Internet Course</td>
<td>97 (101)</td>
<td>30% (32%)</td>
</tr>
<tr>
<td>IETV</td>
<td>44 (41)</td>
<td>14% (13%)</td>
</tr>
<tr>
<td>PowerPoint</td>
<td></td>
<td>~50%</td>
</tr>
<tr>
<td>Word</td>
<td></td>
<td>~95%</td>
</tr>
<tr>
<td>Excel</td>
<td></td>
<td>~30%</td>
</tr>
<tr>
<td>Access</td>
<td></td>
<td>~10%</td>
</tr>
</tbody>
</table>

   Number of faculty/instructors for Summer 2009 to Spring 2010 = 313.

   The Center for Instructional Development and Technology (CIDT) offered professional development workshops for faculty on the Southeastern-Durant campus, Southeastern-McCurtain County campus, and Tinker AFB campus for effective use of Blackboard, the University’s course management system.

   - Basic Blackboard 7.3 (Tinker)
   - Blackboard 7.3 – Specific Features (Tinker)
   - Blackboard 9.1 – What’s New in Blackboard 9.1?
   - Blackboard 9.1 – Bb 9.1 Basics

   Faculty use of the Center for Instructional Development and Technology (CIDT) for technical support, training and consultation has grown consistently since being
established in 2001. Table 2 demonstrates the Center’s use by Southeastern faculty. As faculty became more familiar with the basics of Blackboard 7.3, CIDT staff started to conduct more one-on-one and small group consultations that concentrated on specific features of Blackboard relevant to the faculty’s needs for their respective classes during the Summer and Fall 2010 semesters.

Table 2. Types of services provided by the Center for Instructional Development and Technology from Summer 2010 to Spring 2011.

<table>
<thead>
<tr>
<th>Services - Summer 2010</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual consultations</td>
<td>86</td>
</tr>
<tr>
<td>Group workshops</td>
<td>2</td>
</tr>
<tr>
<td>Faculty lab usage</td>
<td>29</td>
</tr>
<tr>
<td>Services - Fall 2010</td>
<td>Faculty</td>
</tr>
<tr>
<td>Individual consultations</td>
<td>55</td>
</tr>
<tr>
<td>Group workshops</td>
<td>4</td>
</tr>
<tr>
<td>Faculty lab usage</td>
<td>29</td>
</tr>
<tr>
<td>Services - Spring 2011</td>
<td>Faculty</td>
</tr>
<tr>
<td>Individual consultations</td>
<td>266</td>
</tr>
<tr>
<td>Group workshops (30 workshops for Blackboard Learn 9.1)</td>
<td>227</td>
</tr>
<tr>
<td>Faculty lab usage</td>
<td>72</td>
</tr>
</tbody>
</table>

Since July 1, 2008, the CIDT has operated with only one Instructional Technology Specialist. Individual consultations listed in Table 2 include phone calls and office walk-ins; however, the amount of time this individual spent responding to e-mail requests for assistance as well as completing projects for faculty and administration is not reflected in these data.

Total support from Blackboard, Inc., will end in October 2011 for Blackboard 7.3; therefore, University officials decided to upgrade to the newest version of Blackboard, Bb Learn 9.1 Enterprise effective August 2011. To facilitate the migration to the newer version of Blackboard, the IT Specialist spent Fall Semester 2010 preparing for and overseeing the upgrade for end users. During Spring Semester 2011, the IT Specialist trained faculty and staff. This effort is reflected in the large increase in services noted for Spring 2011 in Table 2. After approximately one year of preparations, Blackboard Learn 9.1 was launched on June 6, 2011, the first day of the Summer 2011 semester.

The Blackboard Learning Management System was first implemented at Southeastern in Spring 2002. Since that time, the numbers of faculty, courses, and students using this system have increased dramatically (Table 3).

Table 3. Numbers of faculty, courses, and students that used the Blackboard Learning Management System in Spring 2002 (first year of use) compared to Spring 2011.

<table>
<thead>
<tr>
<th></th>
<th>Spring 2002</th>
<th>Spring 2011</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Bb Students</td>
<td>1152</td>
<td>3937</td>
<td>342%</td>
</tr>
<tr>
<td>Total Bb Courses</td>
<td>74</td>
<td>517</td>
<td>697%</td>
</tr>
<tr>
<td>Total Bb Faculty</td>
<td>42</td>
<td>201</td>
<td>479%</td>
</tr>
</tbody>
</table>
The IT Specialist has a multitude of responsibilities including but not limited to:

- staying current with new technologies to enhance teaching and learning
- management of all Blackboard courses
- providing support to all Blackboard users
- providing faculty workshops on effective use of the Blackboard system to enhance teaching and learning in face-to-face, blended, and online courses
- providing faculty workshops on current classroom technologies used for enhancing teaching and learning
- setting up and administering online course-evaluation sites for all online and blended courses and providing these data to the Director of Online Learning
- providing technology-on-campus information to new students enrolled in College Success classes
- providing support for Blackboard via telephone to all faculty, staff, and students, especially the faculty who teach online classes from off-campus locations

Southeastern established a Textbook Reserve Program (TRP) during Fall Semester 2008 in which textbooks adopted by selected courses were purchased and made available to students to check out free of charge at the Henry G. Bennett Memorial Library. All expenses of the TRP are funded by the generous contributions of an anonymous donor. Subsequently the TRP has started to explore the how technology can be used to enhance the student learning experience and possibly reduce the costs of college attendance. The TRP, in collaboration with the Department of Art, Communication, and Theatre, sponsored an *iPads in Education Workshop* for selected faculty and staff during Fall Semester 2010; it was attended by 25 individuals. A survey of workshop attendees found that 19 out of 20 respondents (95%) had a favorable opinion of the workshop; 55% were satisfied and 40% were very satisfied. Furthermore, 81% of the respondents thought that iPads have the potential to greatly enhance the overall quality of instruction and the educational experience of students.

Since July 2010 the TRP has purchased 22 iPads for pilot programs exploring the use of iPads in higher education (10 for students in a targeted course in Art, Communication, and Theatre; 6 for faculty members; 2 for student workers in the library; and 2 for TRP co-chairs). Even though the iPad has some limitations, the overall response by students and faculty is that iPads can enhance the student learning experience.

Southeastern Oklahoma State University was approved for accreditation by the National Council for Accreditation of Teacher Education (NCATE) in December 2010 following the site visit in March 2010. All six standards for accreditation were met by Southeastern. To facilitate the accreditation process, faculty and staff in the Teacher Education unit used the *Chalk & Wire* program for the first time. This technology allowed faculty and staff to create electronic portfolios, collect useful and meaningful data, and produce the reports necessary for a successful and efficient accreditation process.

The Henry G. Bennett Memorial Library utilizes state-of-the-art technologies to make as many of its holdings and databases available to both on and off-campus users. The following two strategic objectives of the library are technology dependent: (1) Provide
b. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

Southeastern will continue and expand its use of technology to sustain and grow course and program offerings at off-campus locations. The synchronous and/or asynchronous delivery of programmatic offerings via distance education allows enrollment at multiple sites to be pooled so that sufficient numbers can be achieved to be cost-effective.

The library is working to provide a subject specific digital database for each discipline and will complete this initiative as soon as additional resources become available. The library also plans to finalize the creation of subject portal pages on its website for each academic discipline/department (Libguides).

Southeastern will monitor how new technologies can be used to improve teaching and learning as well as more effectively use critical resources to promote efficiencies.

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2. **Academic Efficiencies & Learning Site Report**

   **Academic Efficiencies** - faculty sharing, partnership collaboration, course redesign, program downsizing or deletion, etc., that have direct impact on budget, cost savings, efficiencies, the academic enterprise and describe how those decisions were made.

   a. **Current Status**

   Southeastern has explicitly committed in the scope and function of its mission statement to “Share human, academic, and technological resources with schools, industries, and public agencies through economic development, partnerships, and outreach activities.” Southeastern has been successful in maintaining our historic partnerships as well as fostering and creating new collaborative efforts with both old and new partners; such activities often result in academic efficiencies. Listed below are several notable examples.

   **Off-Campus Activities**

   In addition to its main campus in Durant, Southeastern delivers academic programs to six other locations in Oklahoma and one location in Texas. Southeastern has three anchor faculty with primary job responsibility at the Ardmore Higher Education Center and an additional three anchor faculty at its McCurtain County Campus in Idabel. These faculty not only deliver courses at their respective off-campus sites, they also deliver courses to the main campus via either the internet or IETV. The Aviation Sciences Institute couples the use of anchor faculty and adjuncts to deliver both undergraduate and graduate aviation programs at Tinker Air Force Base and Oklahoma City Community College; these programs are Southeastern’s most productive off-campus initiatives.
Distance education via IETV and/or the internet provides efficiencies for both synchronous and asynchronous delivery of courses and programs to sites and/or individuals that might not otherwise be served. Faculty have invested much time and effort to transition from face-to-face to these other modes of delivery. Table 4 lists the numbers of unique faculty/instructors and courses/sections (numbers include multiple sections of the same course) offered in the last two academic years. Southeastern will continue to use the model of anchor faculty, on-site adjunct instructors, and distance education to meet the needs and demands of students at off-campus locations.

Table 4. Numbers of faculty/instructors and courses/sections offered by Southeastern in 2009-10 and 2010-211 via IETV and the internet.

<table>
<thead>
<tr>
<th>Delivery Mode</th>
<th>Faculty/Instructors</th>
<th>Courses/Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
</tr>
<tr>
<td>IETV</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Internet</td>
<td>101</td>
<td>97</td>
</tr>
</tbody>
</table>

The cohort model has been used to effectively deliver the Master of Education degree at off-campus sites; these efforts include the use of anchor faculty, on-site adjunct instructors, and distance education. Southeastern has delivered to M.Ed.—Reading Specialist, M.Ed.—Mathematics Specialist, and M.Ed.—School Administration to off-campus locations in the last few years; new cohorts are being recruited for this year.

2+2 Articulation Agreements

Another efficiency that greatly benefits students has been the development and maintenance of up-to-date 2+2 program articulation agreements with two-year colleges. Currently, Southeastern has customized articulation guides for students at nine schools in Oklahoma and four schools in Texas (Table 5).

Table 5. Two-year colleges with 2+2 agreements with Southeastern by state.

<table>
<thead>
<tr>
<th>Oklahoma</th>
<th>Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Albert State College</td>
<td>Collin County Community College</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>Grayson County College</td>
</tr>
<tr>
<td>Murray State College</td>
<td>North Central Texas College</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>Paris Junior College</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University—Okmulgee</td>
<td></td>
</tr>
<tr>
<td>Rose State College</td>
<td></td>
</tr>
<tr>
<td>Seminole State College</td>
<td></td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td></td>
</tr>
</tbody>
</table>

Degree Completion

Southeastern participates in two programs that specifically promote degree completion. First, Southeastern is one of the nine participating Oklahoma public universities in Reach Higher. This collaborative effort allows working adults an opportunity to earn a Bachelor
of Science degree in Organization Leadership (BSOL). Second, Southeastern offers a Bachelor of General Studies (BGS). During the last five years, this program has consistently ranked in the top three programs for number of graduates. Southeastern has made a concerted effort to contact former Southeastern students that stopped out to inform them about the both the BSOL and BGS. A similar campaign was made to contact graduate students that stopped out before completing their master’s degree.

**Other Efficiencies**

- The SOSU/ECU Nursing project showcases the collaborative effort of two neighboring universities to better serve students in the region. Students are able to receive a Bachelor of Science in Nursing on Southeastern’s campus because of this unique partnership.
- The recent establishment of the George Kaiser Family Foundation Pre-Medical Studies Scholarship better prepares targeted Southeastern students for admission to the University of Oklahoma School of Community Medicine at Tulsa.
- Southeastern continues to use a 4-day work-week during summers. This initiative provides cost savings to the University, faculty, staff, and students without sacrificing academic quality.

b. **Future Plans**

(Noting plans for research/innovation, teaching/learning, and service, and how these plans are developed, including how local needs are determined and plans for addressing are developed)

New and revised programs (e.g., Master of Arts in Teaching, Master of Science in Sport Studies and Athletic Administration, Master of Education in Elementary Education—Special Education) are being designed to be offered primarily through distance education; however, courses and programs are carefully reviewed to ensure that academic quality is not negatively impacted by distance education modes of delivery. Such efforts will expand the number, diversity, and availability (greater flexibility in scheduling) of programs to students throughout our service area. The development of these programs has received positive comments during surveys of students, employers, superintendents, and principals.

**Learning Site Activity Report**

Please respond to the following questions as a learning site:

a. Include the number of courses sent to and received from other institutions, including only electronic courses. Detail the productivity in those courses and programs, as well as the breakdown between upper division and lower division courses.

Southeastern faculty have invested much time and energy in the conversion of face-to-face to distance education courses in the last few years (see Table 4). Many of the new courses also are being developed with a distance education mode of delivery. In addition to the 594 internet offerings (number includes multiple sections of courses), Southeastern sent 81 undergraduate courses (196 sections) to off-campus locations via IETV from Summer Semester 2010 to Spring Semester 2011 (Table 6). Unique section
numbers were assigned to each off-campus location to monitor enrollment trends. Over 1,700 students enrolled in these courses.

Table 6. Number of undergraduate courses and student enrollment for IETV courses delivered by Southeastern to other institutions and off-campus locations.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number of Courses (sections)</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower Division</td>
<td>Upper Division</td>
</tr>
<tr>
<td>BLAW</td>
<td>0</td>
<td>1(4)</td>
</tr>
<tr>
<td>CHTW</td>
<td>12(21)</td>
<td>0</td>
</tr>
<tr>
<td>CJ</td>
<td>2(5)</td>
<td>6(15)</td>
</tr>
<tr>
<td>EDUC</td>
<td>11(32)</td>
<td>5(11)</td>
</tr>
<tr>
<td>ELED</td>
<td>0</td>
<td>4(14)</td>
</tr>
<tr>
<td>FIN</td>
<td>0</td>
<td>1(4)</td>
</tr>
<tr>
<td>GEOG</td>
<td>1(2)</td>
<td>0</td>
</tr>
<tr>
<td>MNGT</td>
<td>0</td>
<td>3(10)</td>
</tr>
<tr>
<td>PSY</td>
<td>2(4)</td>
<td>17(34)</td>
</tr>
<tr>
<td>SFTY</td>
<td>1(2)</td>
<td>4(9)</td>
</tr>
<tr>
<td>SOC</td>
<td>0</td>
<td>6(11)</td>
</tr>
<tr>
<td>SPED</td>
<td>3(9)</td>
<td>2(3)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32(75)</td>
<td>49(121)</td>
</tr>
</tbody>
</table>

Additionally, Southeastern sent 13 graduate courses (30 sections) to off-campus locations via IETV from Summer Semester 2010 to Spring Semester 2011 (Table 7). Unique section numbers were assigned to each off-campus location to monitor enrollment trends for graduate courses. Almost 150 students enrolled in these courses.

Table 7. Number of graduate level IETV courses and student enrollment for courses delivered by Southeastern to other institutions and off-campus locations.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number of Courses (sections)</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>1(4)</td>
<td>15</td>
</tr>
<tr>
<td>BUS</td>
<td>1(4)</td>
<td>13</td>
</tr>
<tr>
<td>COUN</td>
<td>2(3)</td>
<td>36</td>
</tr>
<tr>
<td>ECON</td>
<td>1(3)</td>
<td>7</td>
</tr>
<tr>
<td>EDAD</td>
<td>3(6)</td>
<td>46</td>
</tr>
<tr>
<td>FIN</td>
<td>1(3)</td>
<td>15</td>
</tr>
<tr>
<td>MKT</td>
<td>1(1)</td>
<td>5</td>
</tr>
<tr>
<td>MNGT</td>
<td>3(6)</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13(30)</td>
<td>147</td>
</tr>
</tbody>
</table>

From Summer Semester 2010 to Spring Semester 2011, Southeastern received 16 nursing courses from East Central University (Table 8). This collaborative effort provided
students an opportunity to achieve a Bachelor of Science in Nursing on Southeastern's campus. Total headcount in these courses last year was 334. Southeastern also received eight courses from off-campus locations that were delivered by our anchor faculty or adjunct instructors at these sites. Since these courses were delivered by Southeastern faculty, they were included in Tables 6 and 7.

Table 8. Number of courses and student enrollment for IETV courses delivered by another institution (East Central University) and received by Southeastern.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number of Courses</th>
<th>Headcount*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower Division</td>
<td>Upper Division</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

*Headcount = total number of students enrolled; individuals may be counted more than once.

b. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.

Southeastern utilizes a variety of methods to identify and meet the needs of employers and students. These techniques include but are not limited to the following:

- Market studies
- Discipline-specific advisory councils
- Interactions with high school and community college counselors
- Discussions with local governmental officials and area State legislators
- Interactions with the Choctaw and Chickasaw Nations
- Examination of current enrollment trends and patterns
- Review of publications regarding job market trends (high vs. low demand degree)
- Contact by federal government regarding potential contract work (e.g., cohort development for aviation programs in Oklahoma City area)
- Job fairs hosted on campus
- Input from the Center for Regional Economic Development

c. Describe in detail planned changes in locations to send or receive courses and programs (i.e. branch campuses or off-campus locations, etc.).

**Program Delivery**

Southeastern requested authorization from the OSRHE to use Rose State College as an additional location to deliver both undergraduate and graduate aviation programs. Subsequently, Southeastern has submitted this request to the Higher Learning Commission (HLC). In Spring 2010, Southeastern had a multi-site review of its additional locations by HLC. We received a favorable review and were approved for the streamlined process to add new locations for program delivery. It is anticipated that HLC approval will be granted so that aviation courses can be offered beginning with Fall Semester 2011 at Rose State College.
Course Delivery

Southeastern has partnered with Durant High School to provide face-to-face instruction for several concurrent general education courses on its campus starting in Fall Semester 2011. Targeted courses for Fall Semester 2011 include: English Composition I (ENG 1113) and American Federal Government (POSC 1513); courses for Spring Semester 2012 include English Composition II (ENG 1213) and American Federal Government (POSC 1513). The HLC was notified of this course location during in the Annual Institutional Data Update submitted during Spring 2011.

3. List the institution’s academic priorities for the 2011-2012 year and the planned activities that will be used to achieve these priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs and any new academic program requests to be submitted in the 2011-2012 year and the corresponding budget priorities/needs to be requested. Attach budget need documentation.

a. Priorities

Regional and Specialty Accreditation

The Higher Learning Commission (HLC) completed its last comprehensive evaluation for continued accreditation in 2003; Southeastern accreditation was continued for the maximum period of 10 years. During the past year, Southeastern has taken the initial steps to prepare for the next comprehensive visit for continued accreditation by HLC; a February 2014 date has been requested for the visit. The self-study coordinator has been identified, a steering committee for the self-study has been formed, and two organization meetings have taken place. An Accreditation Liaison Officer (ALO) also was named last year; this is a new position required by HLC. In addition to the university president, the ALO receives all official communication from the Commission and receives updates and training about the changing landscape of higher education accreditation.

To further Southeastern's commitment to academic excellence, several disciplines have received specialty accreditation and new programs are preparing for review. Listed below are the current and pending specialty accreditations:

- National Council for Accreditation of Teacher Education (NCATE)--successful review for continued accreditation in 2010
- Association of Collegiate Business Schools and Programs (ACBSP)--successful review for continued accreditation in 2010
- Association to Advance Collegiate Schools of Business (AACSB)--received initial accreditation in 2009
- Aviation Accreditation Board International (AABI)--accreditation in 2007 with next site visit in Fall Semester 2011
- National Association of Schools of Music (NASM)--accredited since 1978 with the next site visit in 2013
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP)--consultant visit in summer 2011 and site visit in either Fall 2011 or Spring 2012 for initial accreditation
• Academy of Criminal Justice Sciences (ACJS)--completed program review in 2010 and has the goal of receiving initial accreditation within 3-5 years

New Program Development

The recent suspension of the M.Ed.--Secondary Education program created a void in two main areas: (1) a general graduate degree in education [other programs are in specific areas such as reading, counseling, mathematics, and administration] and (2) a graduate degree for students interested in coaching and athletic administration [graduate assistants that serve critical roles in Southeastern's intercollegiate athletic programs will likely enroll in this program]. These voids have been filled by the development of two new programs, a Master of Arts in Teaching and a Master of Science in Sports Studies and Athletic Administration; both programs have been submitted to be considered for approval by OSRHE.

The M.Ed. in Elementary Education--Special Education Option was suspended several years ago; this program has been revised and is now admitting students. Availability of this program provided an additional degree option in a high demand, critical need area.

The Master of Behavior Studies in Community Counseling was replaced by a Master of Arts in Clinical Mental Health Counseling. This new program satisfies all the requirements for CACREP accreditation and should continue the long history of highly successful graduate counseling programs at Southeastern. The M.Ed. in School Counseling also was revised to meet CACREP guidelines.

Sustain Current and Develop New Outreach Initiatives

Southeastern currently is authorized to deliver degree programs at six locations in Oklahoma and one location in Texas; an additional location has been requested for Oklahoma. Based on the efforts described above to ascertain the demand and need, Southeastern plans to deliver additional programs to targeted locations when economically feasible. We plan to use a combination of fulltime anchor faculty at the off-campus locations, distance education modes of delivery from the main campus, and the hiring of on-site adjunct faculty to deliver these programs in a cost-effective manner.


Southeastern's Academic Policies and Procedures Manual (APPM) has not been thoroughly reviewed in over a decade. The Office of Academic Affairs has initiated a collaborative effort with the Faculty Senate to complete this review so that the APPM can be updated to more accurately reflect current practices, clarify policies and procedures, and make processes more consistent and efficient.

B. Provide the institution’s 2011, 2012, 2013 projections for fall headcount enrollment and annual FTE by undergraduate and graduate separately.
Projections were based on this fall’s pre-enrollment and last year’s data (Fall 2010 Headcount: Undergraduate = 3669 and Graduate = 503; 2010 Annual FTE = 3479).

- Fall 2011: Undergraduate Headcount: 3669 (+ 0%)
- Fall 2011: Graduate (if applicable) Headcount: 503 (+ 0%)
- 2011 Annual FTE: 3479 (+ 0%)

- Fall 2012: Undergraduate Headcount: 3706 (+ 1%)
- Fall 2012: Graduate (if applicable) Headcount: 508 (+ 1%)
- 2012 Annual FTE: 3514 (+ 1%)

- Fall 2013: Undergraduate Headcount: 3725 (+ ½%)
- Fall 2013: Graduate (if applicable) Headcount: 511 (+ ½%)
- 2013 Annual FTE: 3532 (+ ½%)

C. The State Regents have a public agenda with the goals to: 1) enhance access and improve the quality of public higher education for all Oklahomans, 2) increase the number of college graduates, and 3) better prepare student to meet the challenges of a global economy. Describe how institutional plans and activities align and complement the goals for the state as a whole?

**Enhance access and improve the quality of public higher education for all Oklahomans**

- Specialty accreditation provides external validation of the quality of programs for disciplines. We currently maintain numerous accreditations and are seeking to receive accreditation for additional programs/areas.
- To assist with the financial costs of higher education, Southeastern committed over $1.2 million in scholarships and fee waivers to students from state.
- The Learning Center at Southeastern provides underprepared students an opportunity to become better prepared for college-level courses. The average GPA of students required to take zero-level courses typically was higher than that for students who tested out of zero-level classes and just slightly less than those not required to take remedial courses.
- The Native American Center for Student Success serves as the hub of student services for Native American students. The Center provides academic advising and an array of assorted services to Native American students; it also houses staff from the Choctaw and Chickasaw Nations Education and Vocational Rehabilitation departments.
- In addition to face-to-face tutoring on campus, Southeastern also offers students a web-based tutoring via Smarthinking. Last year, the site logged over 600 registrations and 1,300 total interactions with students. This was an important addition to better serve students enrolled in distance education courses.
- Student access to higher education opportunities has been enhanced by Southeastern current outreach initiatives at off-campus locations as well as increased distance education offerings.
- The library continues to expand it digital holdings. In addition to general databases, discipline-specific databases and subject-specific portals are being developed to better serve both on and off campus users.
Increase the number of college graduates

- The flexible nature of both the BSOL and BGS provides working adults with greater opportunities to complete a baccalaureate degree. Therefore, these programs not only will help to increase the number of college graduates, both programs also increase accessibility to higher education for working adults.
- Development of programs that promote student retention. For example, the six-year graduation rates of students that enroll in College Success (ORIE 1002) is 5-6% higher than students that do not enroll in this course.
- Many students stop out of college for financial reasons; therefore, Southeastern’s commitment to provide scholarships to students should help alleviate some of financial strains on students.

Better prepare students to meet the challenges of a global economy

- The Center for Rhetoric and Professional Development offers elective courses to enhance the rhetorical skills of students; this unique program provides students with a competitive advantage when they enter the workforce, pursue graduate degrees, or seek admission to professional schools. Last year, 41 students enrolled in these demanding courses to be better prepared for life after college.
- Entities that provide specialty accreditation closely monitor the changing work environment, from the local levels to global perspectives, and modify requirements accordingly. Students graduating from these programs are well prepared for the challenges they face in the global environment.
- Southeastern has retained a strong liberal arts and sciences core in its general education program; these fundamental skills and knowledge better prepare students to meet the changing demands that they face in the 21st century.
SE Strategic Planning Chart and Model

SOSU Mission Statement
- Vision and Mission Statement
- History
- Governing Bodies
- Organizational Structure, Administrators
- Bulletin-Educational Programs
- Policy Handbooks

review and Evaluation
- Annual Academic Assessment Report Summary (OSRHE)
- Annual Academic Report (OSRHE)
- University Support Services/Department Reports
- Academic Program Review Priorities (Reports from Schools)
- Distance Learning Report
- Student Satisfaction Survey
- Fast Facts-Website
- Course Evaluation Process
- Faculty Evaluation Process
- Audit Process-Financial and Internal
- University Support Services
- Professional Development

Implementation
- Yearly Academic Master Calendar
- Standard Planning and Reporting Timelines
- Committee Structure, Functions, Charges, and Minutes
- Policy and Procedures (RUSO/ORHSE/SE/HLC)
- Student Clubs/Organization
- Student Handbook
- CIT
- Resident Hall Handbook
- Faculty, Senate and SGA
- Faculty/Staff Development

Budget Need Preparation
- Documentation for Capital Equipment (Process)
- Budget Hearing Process
- Campus Master Planning
- Technology Planning
- Grant Requests-Foundation and/or Faculty Research Grants

SOSU Strategic Planning Engine
Strategic Commitments
- Academic Excellence
- Diversity and Cultural Competence
- Facilities
- Funding
- Recruitment and Retention

University Goals, Objectives, and Strategies
- University Goal Statements under each Commitment
- University Annual Academic Plan (OSRHE)
- President’s Faculty/Staff Meeting(s)
- Faculty/Staff/Professional
- Enrollment Management Plans

Departmental Plans, Goals, and Objectives
- Annual Academic Department Plans
- University Support Services/Department Plans
- Technology
Vision 2015

Southeastern will be a leader and innovator in higher education.

Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the University. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution.

MAJOR INITIATIVES

- Promote student enrichment experiences
- Expand beyond our regional image
- Optimize the learning environment
- Enhance collaboration and partnerships

Southeastern: A University that Nurtures Excellence.